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ABSTRACT

This study was directed toward station occupancy, station use, and hours and days of use in learning resource centers (LRC) in California Community Colleges. Other factors measured were day-graded students, number of faculty, off-shelf use of materials, and student attendance at print, non-print, and related instructional service areas. The study covered one full week in the spring semester. Conclusions indicate that: (1) occupancy was lower than anticipated, (2) occupancy is highest when classroom use is highest, (3) LRC facilities built for day-graded students are adequate to support evening patrons, (4) except at peak loads, student stations could be used for other LRC activities, (5) station use could be increased without adding more space and seating capacity, and (6) occupancy percentages vary between new colleges which are expanding and established colleges with developed collections. Data are summarized in charts and recommendations are presented.
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STATION OCCUPANCY STUDY
OF SEVENTEEN
LEARNING RESOURCES CENTERS

U.S. DEPARTMENT OF HEALTH,
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ACKNOWLEDGEMENTS

Special recognition should be given to the Learning Resources Center Guidelines Committee members from the seventeen colleges who provided data making possible this study. Instead of assigning the task to other personnel and colleges, it was decided in committee to make the study a self-evaluation project. It is always more difficult to look at oneself in the mirror and face up to what appears. The results often have implications involving physical, mental and emotional situations; particularly, when the results may involve evaluations and changes in current practices. It is even more traumatic when desirable and undesirable practices are openly revealed to one's own administrators and professional associates.

Special thanks must be expressed to Mr. Leo R. LaJeunesse, Associate Dean, Instructional Materials Center, and his supportive staff at Orange Coast College. His initiative in the development of the survey forms and the necessary computer output required for summarization of the data were most helpful.

The study was summarized, written and produced in the Chancellor's Office with a number of written editorial suggestions for improvement being made by members of the Committee.

Encouragement to make the study was received from Mr. Edward Rodgers, Dean of Facilities Planning. Throughout the study Dr. John Picco, Specialist

in Facilities Planning, has been very attentive to pointing out the limitations of the study and insisting on the data being kept in relative perspective by making certain the data give quantitative observations only and in no way indicate a qualitative evaluation or utilization of Learning Resources Centers.

The facts set forth in this study were extensively discussed in committee meetings. Some members of the Guidelines Committee have expressed a reluctance to publish this study for the following reasons: (1) more comprehensive study would be desirable, (2) among some members, there were unresolved variations in counting student stations, and (3) study techniques were new to the committee. The final decision of the committee was to publish the study, recognize the delimitations, and build upon the present experience.

The Guidelines Committee members are to be commended for their desire to inquire into the operational situations as they apparently existed in seventeen colleges. The study can be used to: enlarge the study techniques used, expand the scope to other colleges, and suggest that other studies be made to make Learning Resources Centers more effective.

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INTRODUCTION

During 1974 and 1975, statewide planning sessions of the Learning Resources Center Guidelines Committee of the Learning Resources Association, California Community Colleges (LRACC), surveyed how service, facilities, hardware and software could be evaluated. Of several subcommittees appointed, one was designated to study facilities. The Subcommittee for Facilities Utilization developed some tentative proposals for field implementation. Some of the proposals evaluated were theoretical, subjective, and in questionnaire format. The proposal used in this study appeared to be practical for obtaining comparative objective data. The present study was purposely directed toward station occupancy, station use and hours and days of use in Learning Resources Centers. Other related factors such as number of day-graded students, number of faculty, off-shelf use of materials and a breakdown as to student attendance at print, nonprint, and related instructional services areas were other factors deemed measurable.

Furthermore, it was decided that the colleges, in which committee members were represented, could be used as a basis for making an experimental occupancy study of facilities. The spring semester was thought to be typical and the study was designed to cover one full week. It was also used as a learning experience for the committee members in working with a relatively new survey technique before recommending wider use among all of the California Community Colleges. The study is a quantitative facilities survey and makes no attempt to determine the quality of student participation in use of services, services rendered to students, or the circulation of LRC materials.

This study is intended: (1) to be experimental in nature, (2) to be an approach to a quantitative evaluation of student station occupancy, (3) to be an attempt to determine student occupancy of the physical facilities, (4) to measure the off-shelf use of materials, (5) to learn of faculty operational patterns in print, nonprint and related instructional service areas, (6) to observe in an actual situation the operational patterns of other related data, and (7) to be helpful to LRC personnel by using data received for recommending possible courses of action for increasing facility efficiency and hopefully strengthening LRC services.

This study recognizes the existence of two functions in Learning Resources Centers: The first is a physical facility function and the subject of this study. The facility function is presumed to be operational whenever a student enters the LRC building or buildings and possibly occupies a student station. This study indicates the number of students occupying study stations in the LRC facility and indicates when their presence occurred.

The second is a service function and pertains to how a student uses the print, nonprint and the related instructional services. Service to the student is a self-evident primary purpose justifying LRC's and is a qualitative factor. An evaluation of the service function is not a consideration in this study except for one incidental information item on "off-shelf use of materials."

CHAPTER I

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A "Station Occupancy Study of Seventeen Learning Resources Centers (LRC)" in a sample of seventeen California Community Colleges in the Spring of 1976 during the fourth census week indicated the following facts:

SUMMARY

1. Station locations in print, nonprint and related instructional services follow traditional patterns with distribution as follows:

<u>Location</u>	<u>Reported</u>
Print	82.9%
Nonprint	12.4%
Related Instructional Services	4.7%

Only one college did not report nonprint stations that were known to exist, but the nonprint is under separate management. In some cases, related instructional services are integrated and not operated separately. Respondents counted only areas under their administrative control.

2. Stations in the Learning Resource Center are furnished for approximately 5.7% of the number of Day-Graded Students. The percentage

of station occupancy based on actual hours of operation range between 8.5% to 51.8%, with a median of 17.9%, and a mean of 20.1%. See Table 41. The higher percentages are in the smaller colleges, but there are exceptions. The range is more moderate in the larger colleges.

3. The average percent of station occupancy based on the actual hours of operation, indicates a percentage of occupancy of 20.1 when measured from 7:00 AM to 10:00 PM. See Table 41.
4. The operational patterns were fairly uniform among the Learning Resources Centers studies. The low occupancy hours, the high occupancy hours, the week day operation, and weekend usage were factors found to be similar.
5. The average station occupancy ranged approximately between 15% and 25% depending on whether a 105, 70, or a 50 hour week was used as a computational base. See Tables 43, 45 and 47.
6. Seating space for students according to the 1975 Facilities Inventory occupies about 60% of the available space in an LRC. The study indicates that if seating were reduced to 75% of space now available, less than 2% of the students would be inconvenienced during peak hours. If the capacity in the reading rooms were reduced to 50%, only 5% of the students would be inconvenienced. See Table 51.

7. It was found that 84% of the students who do occupy the LRC go to the LRC between 8 AM and 6 PM in a five-day week. If the evening hours are added, 8 AM to 10 PM, 97% of the students are accommodated. If the LRC is opened for the weekends, only an additional 3% of the students occupy the LRC. See Table 50.
8. Off-shelf use of print materials indicates that the average day-graded student checks out .134 items per day, i.e., an average day-graded student checks out a library book or some other item about every eight days.
9. The hours of heaviest station occupancy are during the morning hours, gradually dropping to a low at 4 and 5 PM in the afternoon and increasing slightly in the evening hours.
10. Monday and Wednesday are the highest days of occupancy. Tuesdays and Thursdays are slightly less. Friday drops to about three-fourths of the four preceding week days; afternoon occupancy is the lowest period of occupancy during the week. It should be noted that many LRC;s are closed on Friday evenings.

There is only minimal occupancy on Saturday, and Sunday is only a measurable amount.

Conclusions

1. The average percentage of station occupancy, regardless of the period of day when observed, was lower than anticipated by study participants.
2. Greater occupancy of the LRC stations is made at the same general hours as high use of classrooms and laboratories. The assumption that high classroom occupancy and high LRC occupancy cannot occur at the LRC at the same time is not supported by the information on station occupancy in this study. High classroom and laboratory attendance occur concurrently during the morning hours with high station occupancy of the LRC.
3. The assumption made by the Guidelines Committee that LRC facilities built to accommodate the Day-Graded Students provide sufficient housing for evening patrons is supported by the information obtained in the study.
4. Almost without exception, the study indicates a definite need to make further inquiry into station occupancy on the local college level, whenever additional space is needed.
5. In general, the facts available seem to suggest that nearly half the space devoted to student stations could be used for other LRC activities without interfering with the seating of students for study purposes, except at times of peak load.

6. The afternoon hours, beginning early in the afternoon offer the most probable hours for improving the percentage of station use. Evening hours are a secondary possibility.
7. If operating expense is a factor, the lowest return at the LRC is on the weekend, Friday afternoon, Saturdays and Sundays.
8. Station use could be greatly increased without the addition of more space or seating capacity.
9. The method, manner and technique used to determine station count in LRC's may vary significantly among librarians. The number of chairs placed around a table may not be uniform in application and thus has a bearing on the occupancy percentages reported. To illustrate, one student at a library table could constitute 100% occupancy. If there were four chairs at the same table, the occupancy percentage, with one student present would be 25%. How station count is initially determined has a definite bearing on the facts reported.
10. Variations in percentages of occupancy should be anticipated between new, smaller colleges that are expanding when contrasted with older established colleges with developed book collections and stable enrollments. In some cases, study space is temporarily used in anticipation of future growth.

Recommendations

1. Examine critically the facility areas now housing LRC student stations, and determine how these areas may serve other Learning Resources Centers functions, activities and services more effectively for space utilization. Accountability for space assigned is a fundamental responsibility in the administration of a Learning Resources Center.
2. LRC space ratios among print, nonprint and related instructional services need further study, and should be more specifically defined for administrative purposes. Print percentages appear relatively high and nonprint low, Related instructional services spaces must be clarified and defined. Accurate distinction between independent study and laboratory instruction and related activities for evaluative and measurement purposes is needed.
3. Further study should be made whenever colleges remain open for weekend use to determine the cost effective implications.
4. A determination should be made between the number of students who enter an LRC only to deliver and pick up materials and those who remain to study. The ratio between the two activities should be known inasmuch as the space requirements for merely receiving and dispensing materials vary significantly from student stations requirements for study purposes.
5. A future study should consider the qualitative service relationship that occurs after a student enters an LRC and any services used during the interval prior to departure.

CHAPTER II

THE PROBLEM

Statement of the Problem

The Learning Resources Center (LRC), formerly designated the library, has typically been designed and located near the center of the campus in California Community Colleges. Generally, the LRC has been the focus of educational activities and during recent years the amount of space required has ranged between 8 to 10% of all Assignable Square Feet (ASF) on campus. In the 1975 Facilities Inventory, space requirements attributable to LRC activities were in excess¹ of 8.3% of the total ASF for all colleges in California.

On the basis of 1975² data, the economic worth of all California Community Colleges is estimated to be 2.5 billion dollars. A typical college is valued at approximately 24.7 million with the Learning Resources Center valued at 8.3% of the college or slightly over 2 million dollars. Thus, the capital outlay per day-graded student (DGS) is about \$275.

For the foregoing reasons and for others that could be listed, the effective utilization of LRC facilities becomes a legitimate concern for students, teachers, LRC personnel, administrators, trustees and the

¹ Not all space serving LRC activities is classified in identifiable space associated with an LRC. To illustrate: Some space identified as "720 Shop" may be used for LRC activities, but not so classified in the Space Inventory.

² Supporting information is given in Table 39 and Graph 39.

public. The main purpose of this study is directed primarily toward an evaluation of all student stations in the reading room and other supporting areas belonging to the LRC.

Need for Study

How LRC space was being used was the beginning motive of this inquiry. In 1975, 2,135,376 ASF was classified for use in Learning Resources Centers activities in all colleges. Of this amount, 793,767 ASF was used for "Reading/Study Room"¹ classification category 410, and 468,148 ASF was used for "Open Stack Reading Room" classification category 430. These combined areas occupy 1,261,915 ASF or the equivalent of 59% of the total LRC area. Therefore, it can be reasonably stated that nearly 60% or three-fifths of the space in an LRC is used for student stations. Therefore, the stations occupied and the extent of their use become areas of significant concern and justify this inquiry into student station use.

Delimitation

The term "utilization" was purposely avoided in this study and the words "occupy," "occupancy" and "use" substituted. This study indicates only

¹ Higher Education Facilities Inventory and Classification Manual. Technical Report 36. Boulder Colorado: Western Interstate Commission for Higher Education, 1972. Classification category "400" refers to "Study Facilities," generally. Classification categories "410" and "430" are more specific categories referring to the "Reading/Study Room" and the "Open Stack Reading Room," respectively.

the presence or the absence of a student. No attempt has been made to measure the quality or utilization of LRC facilities. The observance of a individual at a student station does not indicate whether he is studying or day dreaming. This study only indicates the presence of student at a student station. The quality of the LRC experience by the study participants is beyond the scope of this inquiry.

Procedure

The importance of recent and valid information on the utilization of learning resources centers has been generally recognized as highly desirable, but no specific action was taken by the study participants. The general plan of operation was: (1) complete the committee work necessary for the development of the LRC Guidelines, and (2) proceed on some aspects of LRC utilization. To start an inquiry into LRC utilization, the Learning Resources Guidelines Committee appointed a subcommittee for Facilities Utilization. During 1975-76 a number of evaluative proposals were submitted for consideration.

In committee meetings, the importance of station utilization was recognized as one practical aspect of the overall problem. A decision was made to proceed on a representative sample basis. Due to the lateness of the college year, it was decided that a cross-sectional study would be made with the colleges as represented by committee membership. The committee members had been previously chosen by region, district and

college. The committee members were also aware of the need for reliable data and expressed a willingness to obtain the input data during the spring semester of 1976.

The present study is limited in scope, in content, and as to the number of participating colleges. It was the decision of the Learning Resources Guidelines Committee on the recommendation of the subcommittee to:

1. Make a station count each hour during a period of one full week between the hours of 7:00 AM to 10 PM.
2. Conduct the study during a normal work week during the 4th census week.
3. Collect the data on a segmental basis for print, nonprint and related instructional services.
4. Obtain other related information that may aid in the interpretation of the data.

CHAPTER III

DATA PRESENTATION

Input Data Procedure

Each participating college completed the "LRACCC UTILIZATION STUDY" form for each day of the week during the fourth census week during the spring of 1976. Seven forms in all were used, each in a different color. The initial tabulation of the forms was done at the respective colleges. The input sheets were then mailed to Mr. Lee LaJeunesse at Orange Coast College for summarization. Data were computer processed using an APL Program and an output summary sheet produced for each college. The summarized data were sent to Dr. J. Milton Beck in the Chancellor's Office in Sacramento for analysis, evaluation and manuscript preparation. Illustrative sample form data will be found in the appendix.

Data Analysis

Background Perspective. The statistical data received were summarized in tables and illustrated in graphs for each hourly time block as follows:

1. 105 hour week, seven days, from 7:00 AM to 10:00 PM
2. 70 hour week, five days, Monday thru Friday including evening, 8:00 AM to 10:00 PM
3. 50 hour week, five days, Monday thru Friday, 8:00 AM to 5:00 PM, excluding the evening hours.

A definite effort has been made to make the information understandable and self-explanatory.

LRC Organization Features. Table 40 indicates where student stations are located on the basis of print, nonprint and related instructional services. The number and the placement of the stations indicate that the LRC's studied are operating in a traditional manner. Related instructional services approaches the theoretical figure of 5% with a 4.7% as indicated by station count. Graph 40 illustrates existing relationships as reported.

Tables 41 and 42 give general information on the number of day-graded students, FTE faculty and number of DGS per FTE. In addition, station use data and off-shelf use per DGS are given for the "actual" hours that the LRC's are open during a fifteen hour day. The percent of stations occupied for the various colleges are given. Fifteen hours indicates the maximum probable daily use, but the "actual" hours used is perhaps the more realistic figure. The ranges comparatively are as follows:

<u>Time Basis</u>	<u>Range of percent Occupied</u>	
Actual Hours	8.5 %	51.8%
Fifteen Hours	5.2% to	36.7%

The off-shelf use per DGS indicates the amount of materials checked out of the LRC on the basis of DGS. In simple terms, the average DGS checks out an item from the LRC every eight days.

Station Occupancy. Tables 42 through 51 and Graphs 43 through 50 give the supporting data and graphically demonstrate the various occupancy patterns on the basis of 105, 70 and 50 hour week.

The data indicate the following relationships:

1. The highest station occupancy occurs during the day time hours between 8:00 AM and 5:00 PM. The peak hours of use occur during the morning hours between 9:00 AM and 12 Noon for all three weekly time periods.
2. The lowest station occupancy is noted at 7:00 AM, 4:00 and 5:00 PM and at 9:00 PM without exception.
3. Night time station use is only about one-third of the level of day time occupancy.
4. Station occupancy is highest on Monday and Wednesday, slightly lower on Tuesday and Thursday and with a slightly greater drop on Friday. Saturday is only a fractional part of the five day week function and Sunday is a token operation. Weekend operation occurs in about half of the colleges reporting. Only one fourth of the colleges are open on Sunday and only for limited time periods.
5. The average percentage of station occupancy correlates directly with the hours the LRC is open and ranges between about 15 and 25%. See Table 50.
6. The day time hours of 8:00 AM to 5:00 PM for a five-day week account for about 84% of all occupancy during a 50 hour week. An additional twenty hours in the evenings account for an

additional 13% more occupancy and an accumulative percentage of 97. (70 hour week). The additional operation of the LRC on weekends for an additional 35 hours only adds another 3% to the total station occupancy of 100% (105 hour week).

7. Information in Table 51 was obtained from an examination of the data for each college. The facts indicate that if the number of stations were reduced by 25% less than 2% of the students would be without seating; if reduced to 50%, less than 5% of the students would not have seating.

TABLE 39

SUMMARY INFORMATION PERTAINING TO CAPITAL OUTLAY COSTS RELATED
TO ASSIGNABLE SQUARE FOOTAGE (ASF), DAY GRADED STUDENTS (DGS)
AND LEARNING RESOURCES CENTERS (LRC) FOR 1975

Item	Number
1975 Engineering Record Index	2250 ¹
Estimated ASF Cost, (includes site, building and equipment for <u>all</u> buildings)	\$ 100 ¹
ASF Reported in 1975 Facilities Inventory	232,978 ²
Number of Colleges in 1975 Facilities Inventory	99 ²
LRC Percent of Total ASF in Colleges (See Graph 39)	8.3%
Total DGS reported for 102 colleges	640,294 ³
DGS per College (102 Colleges)	6,277 DGS
ASF per DGS (See Graph 39)	39.41 ASF
Estimated Capital Outlay of Colleges	\$2,523,297,800 or 2.5 Billion
Average Capital Outlay Cost per College (99 Colleges)	\$ 14,738,214
Average Capital Outlay Value per DGS	\$ 3,941
LRC Capital Outlay Value per DGS (LRC ASF computed at \$84.) ¹	\$ 275

¹Matthew Fugina, Specialist in Facilities Planning, 1975 Estimate,
Facilities Planning, Chancellor's Office

²"1975 Facilities Inventory," Facilities Planning, Chancellor's Office
See: "Reconciliation of Output Data," May 26, 1975.

³"Fall 1975 Enrollments," Analytical Studies, Chancellor's Office,
California Community Colleges, May 18, 1976

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September 30, 1976

State Standards 66.4% (station occupancy, classrooms)
(Combines spaces for Offices, Classrooms,
Laboratories and Learning Resources Centers)

Offices 12.3%	Classrooms 13.7%	Laboratories 32.1%	Learning Resources Centers 8.3%	Other Facilities 33.6%
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Assignable Square Footage per Day-Graded Student

4.84	5.4	12.65	3.27 ¹	13.24
Total Statewide ASF		25,232,978		
Total Statewide DGS		640,294		
ASF per DGS		39.41		
ASF per DGS for LRC (8.3%)		3.27		
3.27 ASF per DGS x \$84 per ASF		\$275		

¹Does not include proration for "shop" space. "Shop" inclusion changes
ASF per DGS to 3.34.

GRAPH 39

PERCENTAGE DISTRIBUTION AND ASSIGNABLE SQUARE FOOTAGE (ASF) PER DAY-GRADED STUDENT
(DGS) FOR MAJOR SPACE CATEGORIES BASED ON INFORMATION FROM 1975 FACILITIES INVENTORY
AND 1975 FALL ENROLLMENTS WITH DESIGNATIONS GIVEN FOR SPACE UNDER STATE STANDARDS ON
A STATEWIDE BASIS FOR CALIFORNIA COMMUNITY COLLEGES

TABLE 40

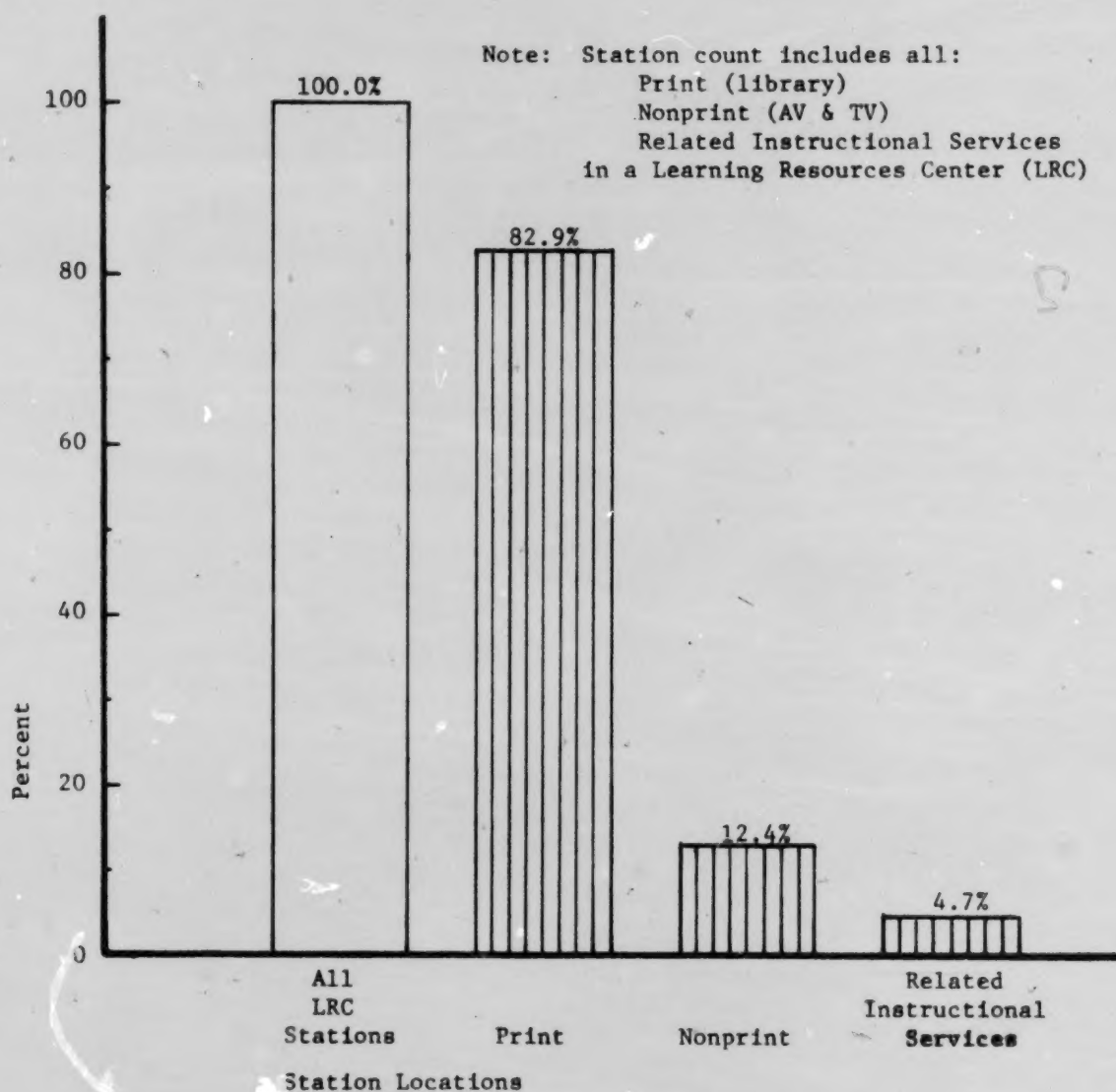
PERCENTAGE DISTRIBUTION OF THE NUMBER OF STATIONS IN SEVENTEEN CALIFORNIA
COMMUNITY COLLEGES FOR LEARNING RESOURCES CENTERS IN PRINT, NONPRINT,
AND RELATED INSTRUCTIONAL SERVICES, APRIL 1976

College	Number of Stations			Total
	Print	Nonprint	Related Instrctnl. Services	
Canyons	337	43	20	400
Chabot	698	70	28	796
Chaffey	253	16		269
Cosumnes	240	76	6	322
Diablo	610	103		713
El Camino	584			584
Fullerton	485	241	30	756
Los Angeles Valley	700	63	47	810
Moorpark	230	4		234
Orange Coast	434	82	20	536
Pasadena	196	30		226
Reedley	260	24	1	285
San Diego	488	50	35	573
San Francisco	600	88	63	751
San Jose	358	21	72	451
Skyline	200	40	19	259
Solano	360	96	58	514
TOTALS	7,033	1,047	399	8,479
PERCENT	82.9	12.4	4.7	100
NUMBER REPORTING	17	16	12	17

JMB:cv

May 7, 1976

Revised June 1, 1976



GRAPH 40

PERCENTAGE DISTRIBUTION OF THE NUMBER OF STATIONS IN SEVENTEEN CALIFORNIA
 COMMUNITY COLLEGES FOR LEARNING RESOURCES CENTERS IN PRINT, NONPRINT,
 AND RELATED INSTRUCTIONAL SERVICES, APRIL 1976

TABLE 41

UTILIZATION OF STUDENT STATIONS OCCUPIED AND OTHER RELATED INFORMATION FOR SEVENTEEN
CALIFORNIA COMMUNITY COLLEGES FOR LEARNING RESOURCES CENTERS BASED ON THE ACTUAL HOURS
OPEN BETWEEN 7:00 AM AND 10:00 PM, SPRING 1976

	(DGS) Day-Graded Students	FTE Faculty	DGS per FTE	Total Stations	Stations Occupied	Percent Occupied	Off-Shelf Use per DGS
Canyons	1,990	45	44.2	400	34	8.5	.05
Chabot	8,458	203.8	41.5	796	233	29.3	.48
Chaffey	6,897	190	36.3	269	35	13.0	.13
Cosumnes River	2,764	104.2	26.5	322	51	15.8	.09
Diablo Valley	11,574	270	42.9	713	124	17.4	.12
El Camino	15,468	415	37.3	584	111	19.0	.08
Fullerton	12,401	336	36.9	756	162	21.4	.14
L.A. Valley	15,010	389	38.6	810	147	18.1	.13
Moorpark	5,818	144.6	40.2	234	42	17.9	.10
Orange Coast	16,445	326	50.4	536	112	21.0	.07
Pasadena	12,066	345	35.0	226	117	51.8	.17
Reedley	2,220	85	26.1	285	38	13.3	.06
San Diego City	5,488	150	36.6	573	92	16.1	.07
San Francisco City	16,198	581	27.9	751	195	26.0	.07
San Jose	6,834	205	33.3	451	78	17.3	.27
Skyline	3,306	117	28.3	259	51	19.7	.11
Solano	5,575	118	47.2	514	82	16.0	.13
TOTALS	148,512	4,024.6		8,479	1,704		
MEDIAN	6,897	203.8	36.9	514	92	17.9	.11
MEAN	8,736	236	36.9*	498.8	100.2	20.1*	.134*

*Weighted

JMB:cv
June 25, 1976

TABLE 42

UTILIZATION OF STUDENT STATIONS OCCUPIED AND OTHER RELATED INFORMATION FOR SEVENTEEN CALIFORNIA
COMMUNITY COLLEGES LEARNING RESOURCES CENTERS BASED ON FIFTEEN HOURS PER DAY, 7:00 AM TO 10:00 PM,
SEVEN DAYS, MONDAY THROUGH SUNDAY INCLUSIVE, SPRING 1976

	(DGS) Day-Graded Students	FTE Faculty	DGS per FTE	Total Stations	Stations Occupied	Percent Occupied	Off-Shelf Use per DGS
Canyons	1,990	45	44.2	400	21	5.2	.05
Chabot	8,458	203.8	41.5	796	173	21.7	.48
Chaffey	6,897	190	36.3	269	22	8.2	.13
Cosumnes River	2,764	104.2	26.5	322	34	10.6	.09
Diablo Valley	11,574	270	42.9	713	99	13.9	.12
El Camino	15,468	415	37.3	584	74	12.7	.08
Fullerton	12,401	336	36.9	756	116	15.3	.14
L.A. Valley	15,010	389	38.6	810	108	13.1	.13
Moorpark	5,818	144.6	40.2	234	30	12.8	.10
Orange Coast	16,445	326	50.4	536	89	16.7	.07
Pasadena	12,066	345	35.0	226	83	36.7	.17
Reedley	2,220	85	26.1	285	20	7.0	.06
San Diego City	5,488	150	36.6	573	66	11.5	.07
San Francisco City	16,198	581	27.9	751	132	17.6	.07
San Jose	6,834	205	33.3	451	58	12.9	.27
Skyline	3,306	117	28.3	259	32	12.4	.11
Solano	5,575	118	47.2	514	54	10.5	.13
TOTALS	148,512	4,024.6	36.9	8,479	1,211		
MEDIAN	6,897	203.8	36.9	514	66	12.9	.11
MEAN	8,736	236	36.9*	498.8	71.2	14.3*	134*

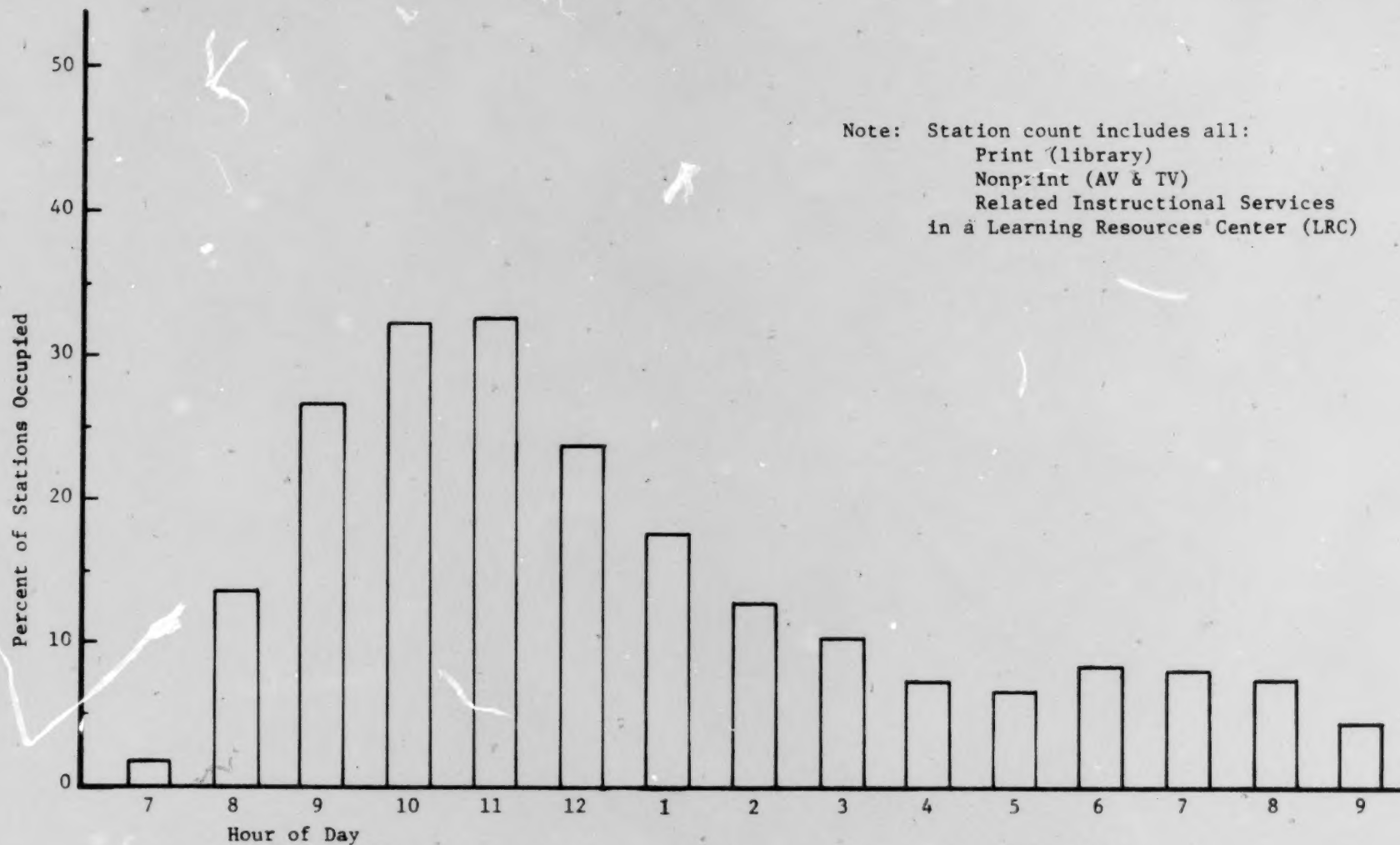
*Weighted

TABLE 43

SUMMARY INFORMATION ON NUMBER OF STUDENT STATIONS OCCUPIED FOR SEVEN DAY WEEK BETWEEN 7:00 AM
TO 10:00 PM, 105 HOUR WEEK, AS REPORTED HOUR OF DAY BY SEVENTEEN LEARNING RESOURCES CENTERS
CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

College	Time of Day															Total
	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	
Canyons		111	279	412	305	301	190	89	85	71	107	88	93	55	1	2,187
Chabot	405	1,163	2,677	2,214	3,294	1,753	1,445	894	670	559	705	856	708	487	356	18,186
Chaffey		198	366	340	331	295	215	123	120	55	70	55	67	57		2,292
Cosumnes	13	225	460	560	532	441	217	165	124	79	114	154	178	136	26	3,524
Diablo		564	1,128	1,511	1,621	1,057	1,099	636	548	392	288	347	390	483	370	10,434
El Camino		473	861	1,025	1,245	703	573	503	415	357	469	318	372	301	184	7,799
Fullerton	147	845	1,490	2,013	1,724	1,379	931	625	442	386	338	502	449	477	380	12,128
L.A. Valley		525	1,162	1,352	1,492	1,107	916	775	682	439	473	647	688	593	306	11,157
Moorpark		144	263	610	670	435	271	209	116	94		106	129	126		3,173
Orange Coast		521	862	1,082	1,172	975	672	603	689	558	366	495	473	505	400	9,373
Pasadena	71	786	1,407	1,175	1,043	976	503	484	430	326	241	401	251	341	250	8,685
Reedley		218	274	354	251	184	232	179	153	86			81	102		2,114
San Diego	259	499	1,117	1,193	1,138	721	289	215	174	159	218	324	286	274	110	6,976
San Francisco		638	1,508	2,544	2,001	1,944	1,700	1,273	854	394	339	314	191	167		13,867
San Jose	64	389	748	993	985	749	507	390	256	221	176	246	142	130	115	6,111
Skyline		297	531	665	703	423	270	136	65	63	61	47	58	46		3,365
Solano	61	506	751	988	942	665	453	295	214	101	90	131	198	175	80	5,650
Stations Occupd.	1,020	8,102	15,884	19,131	19,449	14,108	10,483	7,594	6,037	4,340	4,055	5,031	4,754	4,455	2,578	127,021
Percent Occupd.	1.72	13.65	26.76	32.23	32.77	23.77	17.66	12.79	10.17	7.31	6.83	8.48	8.01	7.51	4.34	14.27
Nmbr. Reporting	7	17	17	17	17	17	17	17	17	17	15	16	17	17	12	17

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July 27, 1976



GRAPH 43

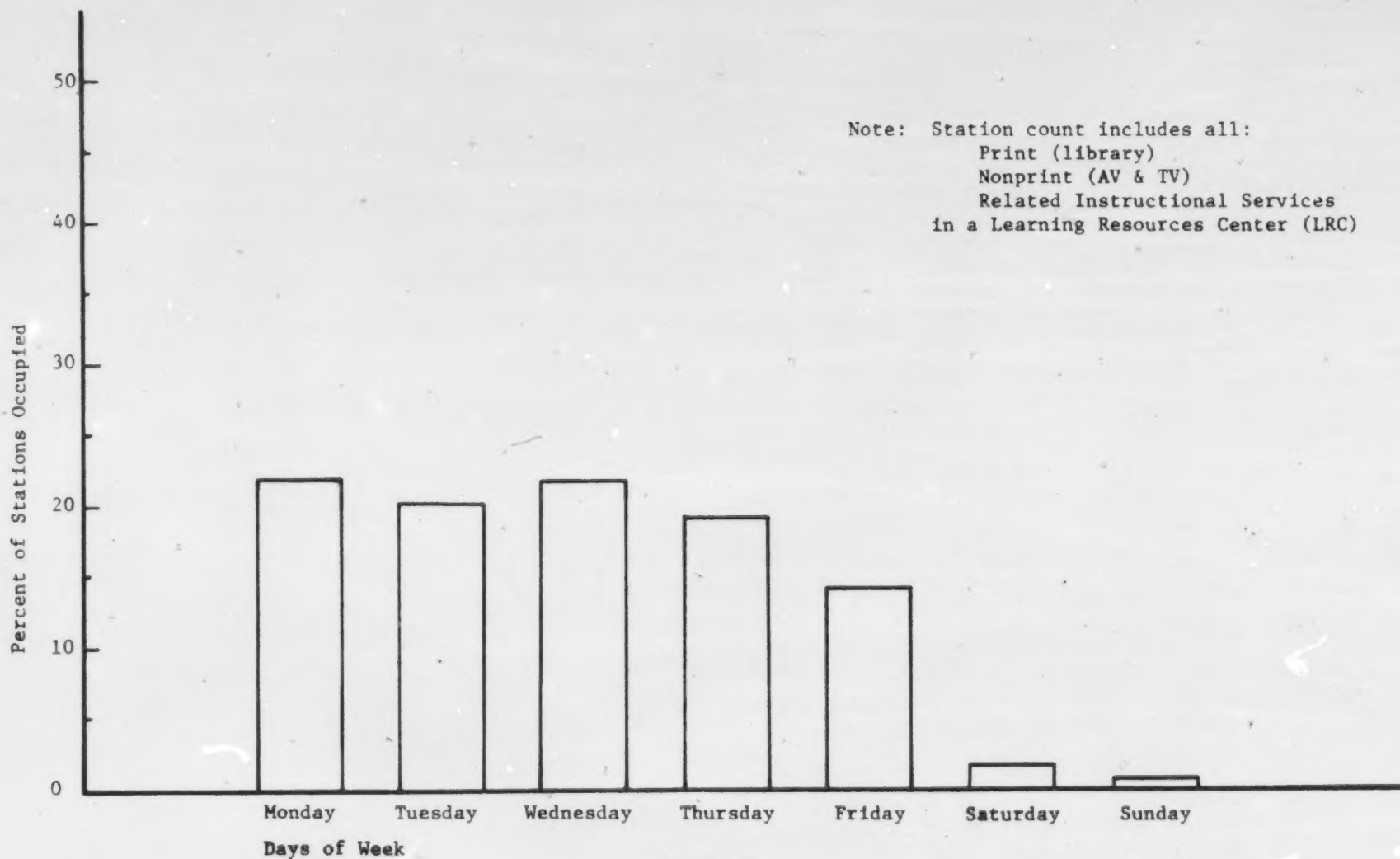
PERCENT OF STUDENT STATIONS OCCUPIED FOR SEVEN DAY WEEK BETWEEN 7:00 AM TO 10:00 PM
 105 HOUR WEEK, AS REPORTED BY HOUR OF DAY BY SEVENTEEN LEARNING RESOURCES CENTERS,
 CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

TABLE 44

SUMMARY INFORMATION ON NUMBER OF STUDENT STATIONS OCCUPIED FOR SEVEN DAY WEEK BETWEEN 7:00 AM
TO 10:00 PM, 105 HOUR WEEK, REPORTED BY DAY OF WEEK BY SEVENTEEN LEARNING RESOURCES CENTERS
CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

College	Day of Week							Total
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
Canyons	551	509	250	494	383			2,187
Chabot	4,044	3,683	3,846	3,715	2,569	329		18,186
Chaffey	489	479	576	415	333			2,292
Cosumnes	780	688	797	734	525			3,524
Diablo	2,419	2,020	2,138	1,959	1,471	172	255	10,434
El Camino	1,722	1,901	1,634	1,583	959			7,799
Fullerton	2,910	2,261	2,780	2,278	1,685	214		12,128
L.A. Valley	2,423	2,142	2,349	2,105	1,411	312	415	11,157
Moorpark	642	747	706	863	215			3,173
Orange Coast	1,908	1,810	1,992	1,727	1,217	399	320	9,373
Pasadena	1,863	1,870	1,948	1,687	1,223	94		8,685
Reedley	465	422	451	397	379			2,114
San Diego	1,704	1,365	1,633	1,249	898	127		6,976
San Francisco	2,752	2,733	3,292	2,567	2,243	280		13,867
San Jose	1,300	1,177	1,344	1,143	874	149	124	6,111
Skyline	688	700	800	582	499	96		3,365
Solano	1,218	1,150	1,253	1,038	991			5,650
Stations Occupied	27,878	25,657	27,789	24,536	17,875	2,172	1,114	127,021
Percent Occupied	21.92	20.17	21.85	19.29	14.05	1.71	.88	14.27
Number Reporting	17	17	17	17	17	10	4	17

JMB:cv
July 27, 1976



GRAPH 44

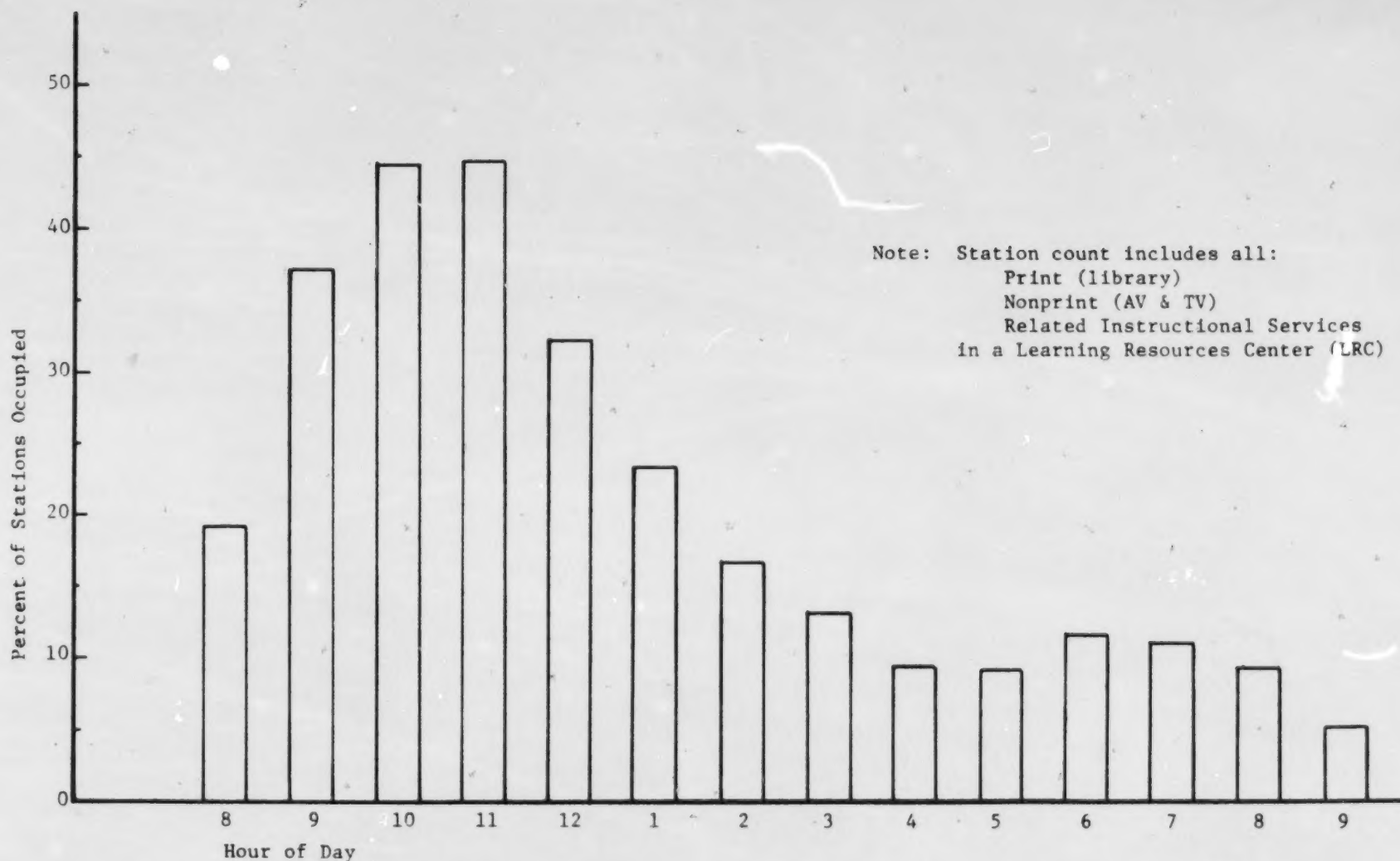
PERCENT OF STUDENT STATIONS OCCUPIED FOR SEVEN DAY WEEK BETWEEN 7:00 AM TO 10:00 PM,
 105 HOUR WEEK, AS REPORTED BY DAY OF WEEK BY SEVENTEEN LEARNING RESOURCES CENTERS,
 CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

TABLE 45

SUMMARY INFORMATION ON NUMBER OF STUDENT STATIONS OCCUPIED FOR FIVE DAYS BETWEEN 8:00 AM AND 9:00 PM, 70 HOUR WEEK, AS REPORTED BY HOUR OF DAY BY SEVENTEEN LEARNING RESOURCES CENTERS, CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

College	Time of Day														Total
	8	9	10	11	12	1	2	3	4	5	6	7	8	9	
Canyons	111	279	412	305	301	190	89	85	71	107	88	93	55	1	2,187
Chabot	1,163	2,621	2,193	3,245	1,704	1,389	852	642	531	705	856	708	487	356	17,452
Chaffey	198	366	340	331	295	215	123	120	55	70	55	67	57		2,292
Cosumnes	225	460	660	532	441	217	165	124	79	114	154	178	136	26	3,511
Diablo	564	1,128	1,499	1,579	1,002	1,034	538	487	329	257	347	390	483	370	10,007
El Camino	473	861	1,025	1,245	703	573	503	415	357	469	318	372	301	184	7,799
Fullerton	845	1,490	1,999	1,690	1,331	869	589	422	386	338	502	449	477	380	11,767
L.A. Valley	525	1,162	1,333	1,445	1,042	855	704	565	345	400	580	623	545	306	10,430
Moorpark	144	263	610	670	435	271	209	116	94		106	129	126		3,173
Orange Coast	521	862	1,027	1,076	845	544	511	567	462	366	495	473	505	400	8,654
Pasadena	786	1,407	1,175	1,043	970	469	454	406	326	241	401	251	341	250	8,520
Reedley	218	274	354	251	184	232	179	153	86			81	102		2,114
San Diego	495	1,082	1,149	1,113	709	282	215	174	159	218	324	286	274	110	6,590
San Francisco	638	1,480	2,499	1,951	1,888	1,643	1,229	854	394	339	314	191	167		13,587
San Jose	389	748	968	933	707	451	350	225	194	176	246	142	130	115	5,774
Skyline	297	525	640	677	400	254	136	65	63	61	47	58	46		3,269
Solano	506	751	988	942	665	453	295	214	101	90	131	198	175	80	5,589
Stations Occpd.	8,098	15,759	18,871	19,028	13,622	9,941	7,141	5,634	4,032	3,951	4,964	4,689	4,407	2,578	122,715
Percent Occpd.	19.10	37.17	44.51	44.88	32.13	23.45	16.84	13.29	9.51	9.32	11.71	11.06	9.55	6.08	20.68
Nmbr. Reporting	17	17	17	17	17	17	17	17	17	15	16	17	17	12	17

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July 29, 1976



GRAPH 45

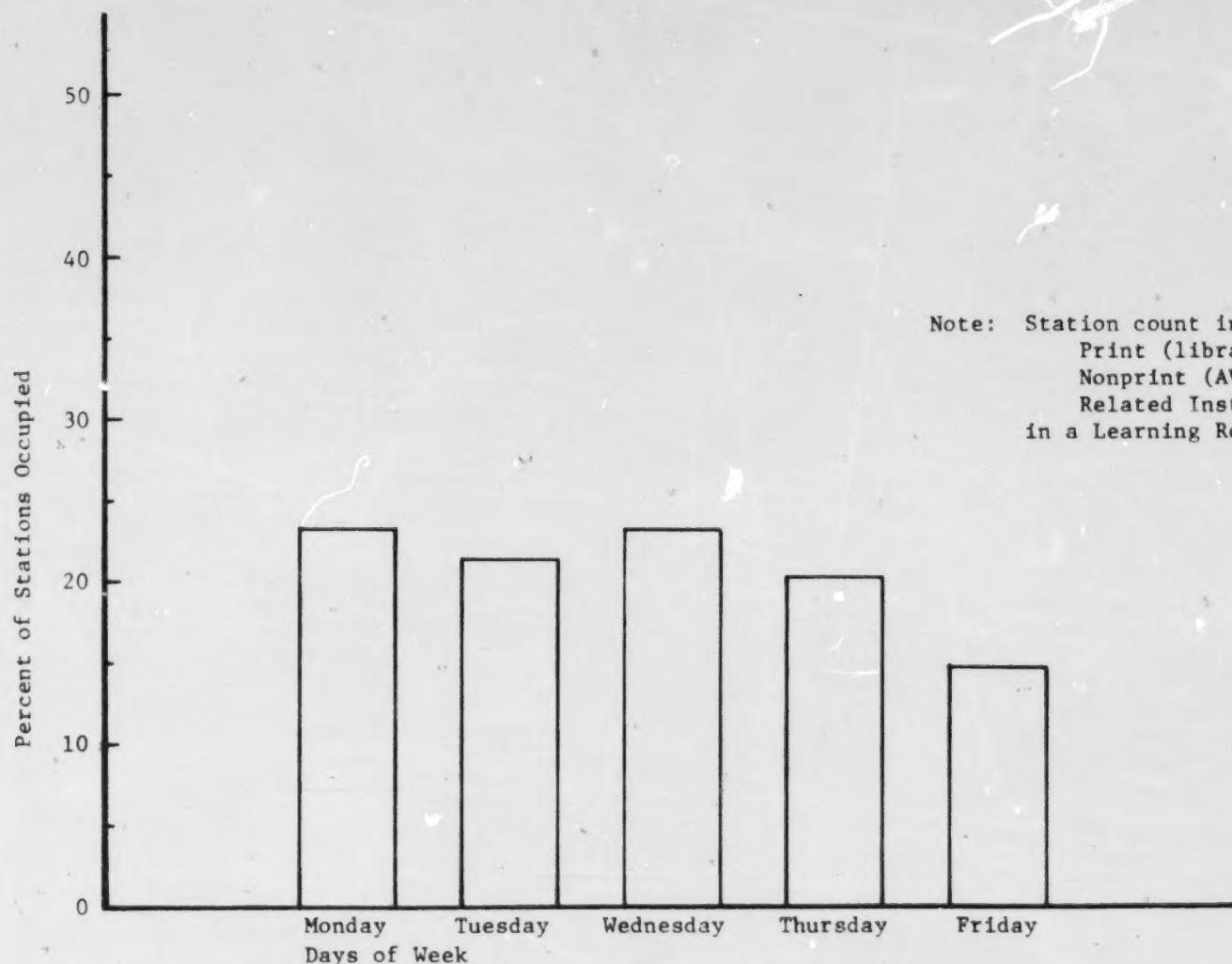
PERCENT OF STUDENT STATIONS OCCUPIED FOR FIVE DAYS BETWEEN 8:00 AM AND 9:00 PM,
70 HOUR WEEK, AS REPORTED BY HOUR OF DAY BY SEVENTEEN LEARNING RESOURCES CENTERS,
CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

TABLE 46

SUMMARY INFORMATION ON NUMBER OF STUDENT STATIONS OCCUPIED FOR FIVE DAYS BETWEEN 8:00 AM AND 9:00 PM, 70 HOUR WEEK, AS REPORTED BY DAY OF WEEK BY SEVENTEEN LEARNING RESOURCES CENTERS, CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

College	Day of Week					Total
	Monday	Tuesday	Wednesday	Thursday	Friday	
Canyons	551	509	250	494	383	2,187
Chabot	3,965	3,603	3,795	3,620	2,469	17,452
Chaffey	489	479	576	415	333	2,292
Cosumnes	776	688	794	729	524	3,511
Diablo	2,419	2,020	2,138	1,959	1,471	10,007
El Camino	1,722	1,901	1,634	1,583	959	7,799
Fullerton	2,878	2,244	2,749	2,242	1,654	11,767
L. A. Valley	2,423	2,142	2,349	2,105	1,411	10,430
Moorpark	642	747	706	863	215	3,173
Orange Coast	1,908	1,810	1,992	1,727	1,217	8,654
Pasadena	1,852	1,854	1,936	1,668	1,210	8,520
Reedley	465	422	451	397	379	2,114
San Diego	1,659	1,318	1,576	1,198	839	6,590
San Francisco	2,752	2,733	3,292	2,567	2,243	13,587
San Jose	1,282	1,173	1,326	1,131	862	5,774
Skyline	688	700	800	582	499	3,269
Solano	1,205	1,130	1,231	1,036	987	5,589
Stations Occupied	27,676	25,473	27,595	24,316	17,655	122,715
Percent Occupied	23.31	21.46	23.25	20.48	14.87	20.68
Number Reporting	17	17	17	17	17	17

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July 29, 1976



Note: Station count includes all:
Print (library)
Nonprint (AV & TV)
Related Instructional Services
in a Learning Resources Center (LRC)

GRAPH 46

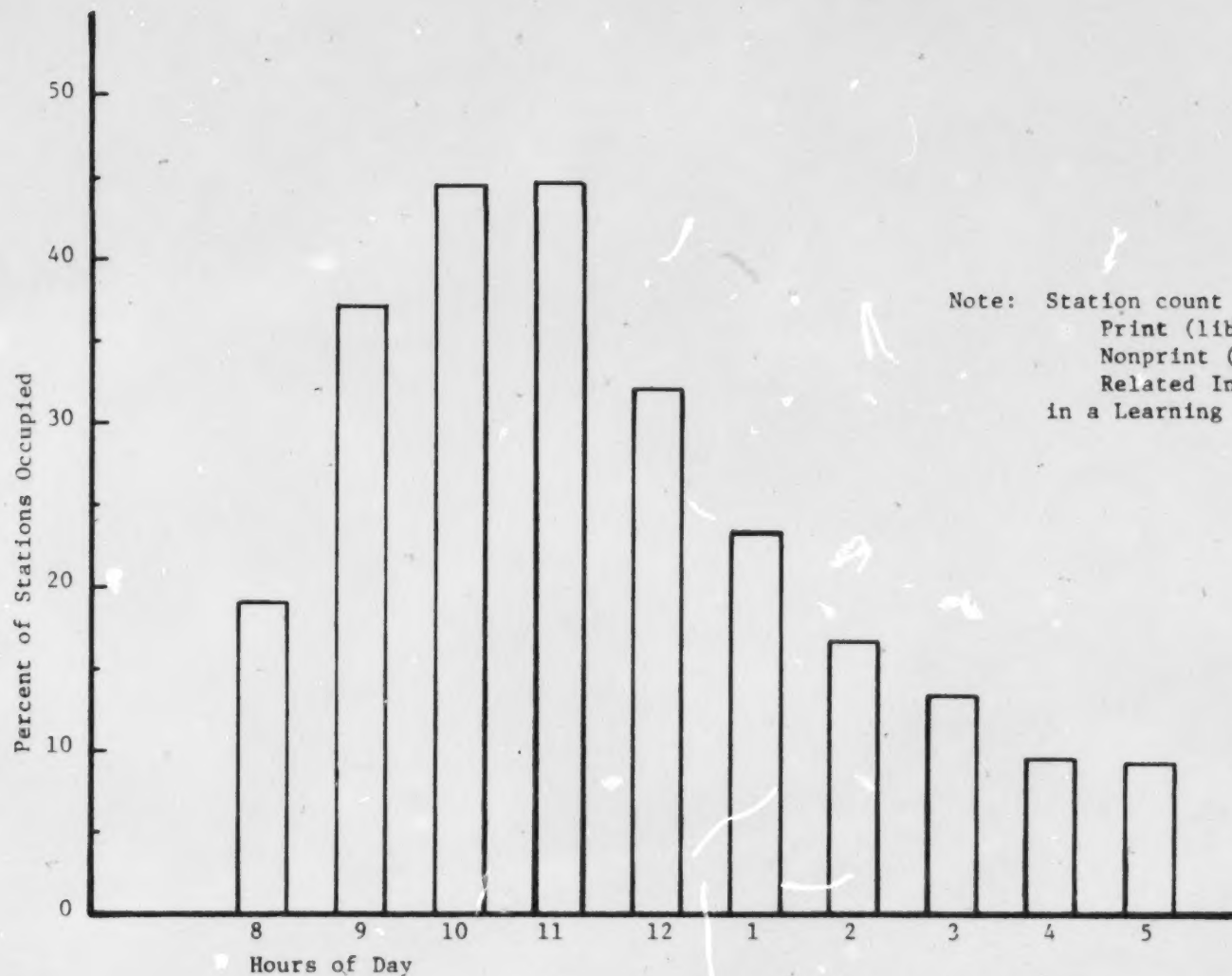
PERCENT OF STUDENT STATIONS OCCUPIED FOR FIVE DAYS BETWEEN 8:00 AM AND 9:00 PM,
70 HOUR WEEK, AS REPORTED BY DAY OF WEEK BY SEVENTEEN LEARNING RESOURCES CENTERS,
CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

TABLE 47

SUMMARY INFORMATION ON NUMBER OF STUDENT STATIONS OCCUPIED FOR FIVE DAYS BETWEEN 8:00 AM AND 6:00 PM, 50 HOUR WEEK, AS REPORTED BY HOUR OF DAY BY SEVENTEEN LEARNING RESOURCES CENTERS, CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

College	Time of Day										Total
	8	9	10	11	12	1	2	3	4	5	
Canyons	111	279	412	305	301	190	89	85	71	107	1,950
Chabot	1,163	2,621	2,193	3,245	1,704	1,389	852	642	531	705	15,045
Chaffey	198	366	340	331	295	215	123	120	55	70	2,113
Cosumnes	225	460	660	532	441	217	165	124	79	114	3,017
Diablo	564	1,128	1,499	1,579	1,002	1,034	538	487	329	257	8,417
El Camino	473	861	1,025	1,245	703	573	503	415	357	469	6,624
Fullerton	845	1,490	1,999	1,690	1,331	869	589	422	386	338	9,959
L. A. Valley	525	1,162	1,333	1,445	1,042	855	704	565	345	400	8,376
Moorpark	144	263	610	670	435	271	209	116	94		2,812
Orange Coast	521	862	1,027	1,076	845	544	511	567	462	366	6,781
Pasadena	786	1,407	1,175	1,043	970	469	454	406	326	241	7,277
Reedley	218	274	354	251	184	232	179	153	86		1,931
San Diego	495	1,082	1,149	1,113	709	282	215	174	159	218	5,596
San Francisco	638	1,480	2,499	1,951	1,888	1,643	1,229	854	394	339	12,915
San Jose	389	748	968	933	707	451	350	225	194	176	5,141
Skyline											
Skyline	297	525	640	677	400	254	136	65	63	61	3,118
Solano	506	751	988	942	665	453	295	214	101	90	5,005
Stations Occupied	8,098	15,759	18,871	19,028	13,622	9,941	7,141	5,634	4,032	3,951	106,077
Percent Occupied	19.10	37.17	44.51	44.88	32.13	23.45	16.84	13.29	9.51	9.32	25.02
Number Reporting	17	17	17	17	17	17	17	17	17	15	17

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July 29, 1976



GRAPH 47

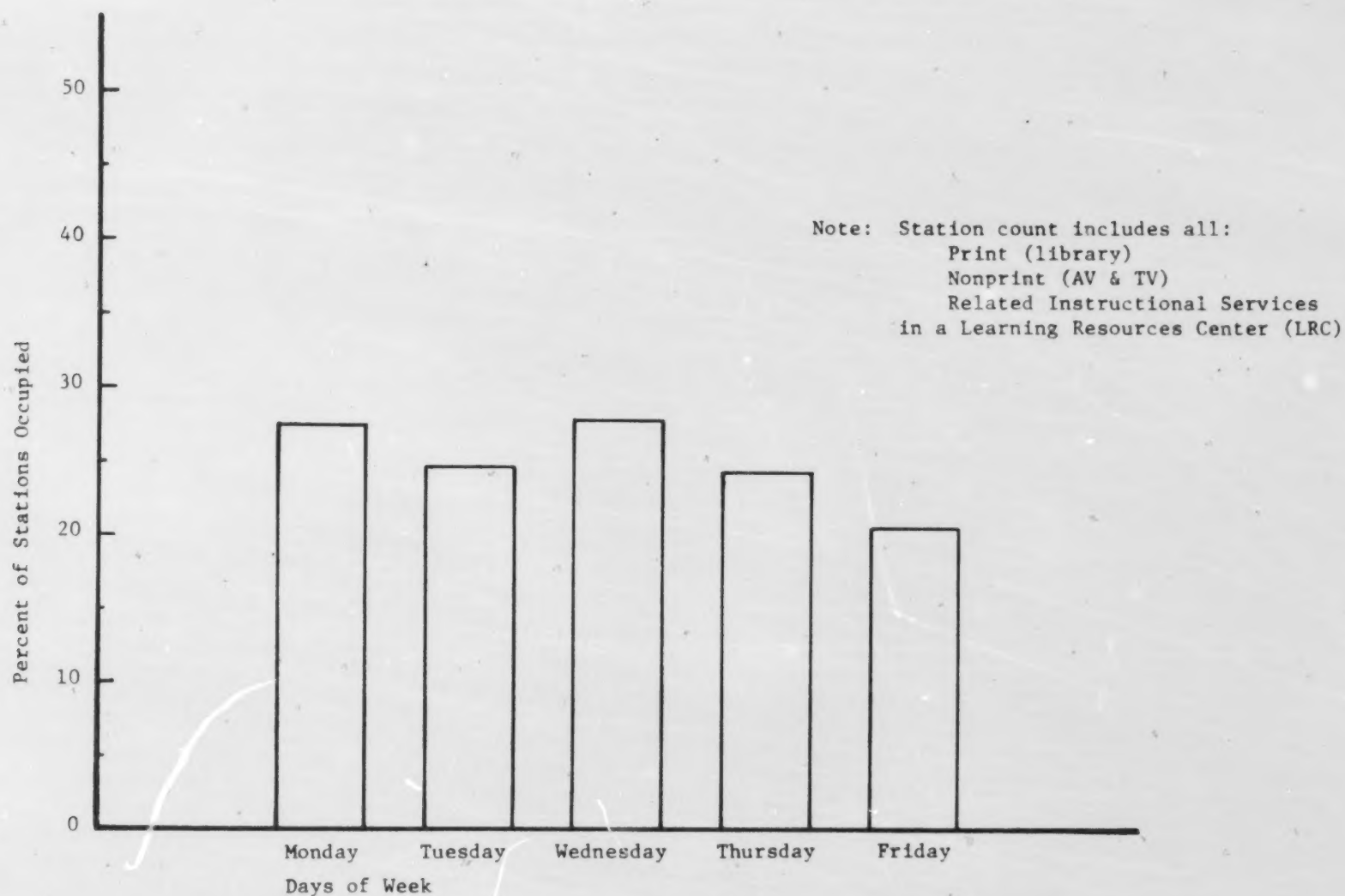
PERCENT OF STUDENT STATIONS OCCUPIED FOR FIVE DAYS BETWEEN 8:00 AM AND 6:00 PM,
 50 HOUR WEEK, AS REPORTED BY HOUR OF DAY BY SEVENTEEN LEARNING RESOURCES CENTERS,
 CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

TABLE 48

SUMMARY INFORMATION ON NUMBER OF STUDENT STATIONS OCCUPIED FOR FIVE DAYS BETWEEN 8:00 AM AND 6:00 PM, 50 HOUR WEEK, AS REPORTED BY DAY OF WEEK BY SEVENTEEN LEARNING RESOURCES CENTERS, CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

College	Day of Week					Total
	Monday	Tuesday	Wednesday	Thursday	Friday	
Canyons	473	470	202	422	383	1,950
Chabot	3,388	2,969	3,207	3,012	2,469	15,045
Chaffey	451	440	513	376	333	2,113
Cosumnes	656	574	699	564	524	3,017
Diablo	1,986	1,550	1,746	1,664	1,471	8,417
El Camino	1,406	1,536	1,335	1,388	959	6,624
Fullerton	2,365	1,751	2,300	1,889	1,654	9,959
L. A. Valley	1,902	1,578	1,851	1,634	1,411	8,376
Moorpark	569	668	621	739	215	2,812
Orange Coast	1,424	1,357	1,539	1,345	1,116	6,781
Pasadena	1,516	1,556	1,618	1,377	1,210	7,277
Reedley	422	379	392	359	379	1,931
San Diego	1,327	1,107	1,352	971	839	5,596
San Francisco	2,581	2,473	3,176	2,442	2,243	12,915
San Jose	1,109	975	1,171	1,024	862	5,141
Skyline	651	658	766	544	499	3,118
Solano	1,056	930	1,142	890	987	5,005
Stations Occupied	23,282	20,971	23,630	20,640	17,554	106,077
Percent Occupied	27.46	24.73	27.87	24.34	20.70	25.02
Number Reporting	17	17	17	17	17	17

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July 29, 1976



Graph 48

PERCENT OF STUDENT STATIONS OCCUPIED FOR FIVE DAYS BETWEEN 8:00 AND 6:00 PM,
50 HOUR WEEK, AS REPORTED BY DAY OF WEEK BY SEVENTEEN LEARNING RESOURCES CENTERS,
CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

TABLE 49

SUPPLEMENTAL COMPUTATIONAL DATA USED FOR MAKING PERCENTAGE DETERMINATIONS FOR 105,
70 AND 50 HOUR WEEKLY TIME SCHEDULES¹ FOR STUDENT STATION USE FOR LEARNING RESOURCES
CENTERS IN SEVENTEEN CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

Weekly Hour Computational Basis	Available Stations
<u>105 Hour Week</u>	
Each hour for 17 colleges (Table 40)	8,479
Each hour for 7 days (8,479 stations x 7 days)	59,353
Each day for 15 hours (8,479 stations x 15 hours)	127,185
Each week for 7 days (8,479 stations x 15 hours x 7 days)	890,295
<u>70 Hour Week</u>	
Each hour for 17 colleges	8,479
Each hour for 5 days (8,479 stations x 5 days)	42,395
Each day for 14 hours (8,479 stations x 14 hours)	118,706
Each week for 5 days (8,479 stations x 14 hours x 5 days)	593,530
<u>50 Hour Week</u>	
Each hour for 17 colleges	8,479
Each hour for 5 days (8,479 stations x 5 days)	42,395
Each day for 10 hours (8,479 stations x 10 hours)	84,790
Each week for 5 days (8,479 stations x 10 hours x 5 days)	423,950

¹Use for accompanying tables:

July 29, 1976
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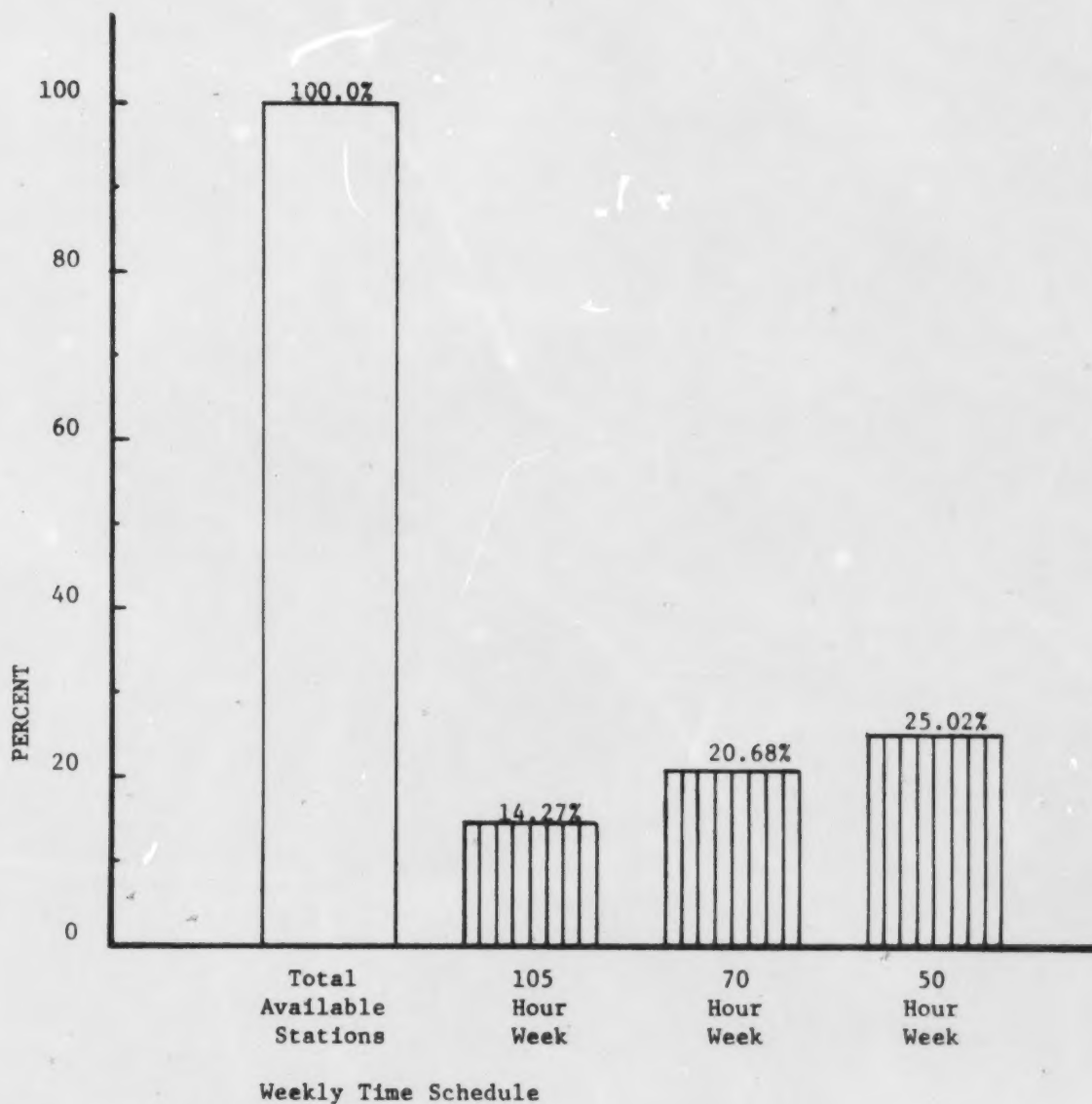
TABLE 50

RELATIONSHIP OF STUDENT STATION AVAILABILITY TO STUDENT STATION USE WITH OTHER
INFORMATION FOR SEVENTEEN COLLEGE LEARNING RESOURCES CENTERS DURING A SEVEN-DAY PERIOD
CALIFORNIA COMMUNITY COLLEGES, SPRING 1976

Time of Occupancy	Time Schedule	Stations Available	Stations Used	Percent of Students Accommodated During Time Period	Percent of Station Utilization ¹
105 Hours per Week	7 Days 7 AM to 10 PM 15 Hours	890,295	127,021	100	14.27
70 Hours per Week	5 Days 8 AM to 10 PM 14 Hours	593,530	122,715	97	20.68
50 Hours per Week	5 Days 8 AM to 6 PM 10 Hours	423,950	106,077	84	25.02

¹Percent of station utilization describes the relationship between the number of student stations available each hour and the number of student stations used or occupied. To illustrate: If there were 8 student carrels available between 8 AM and 9 AM, and during that one-hour period 2 students occupied 2 of the 8 carrels, the percent of use or utilization would be 27%. The above percentages are based on various time periods during a single week for 17 colleges.

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July 29, 1976



GRAPH 50

RELATIONSHIP BETWEEN TOTAL AVAILABLE STUDENT STATIONS AND STUDENT
STATION USE FOR SEVENTEEN COLLEGE LEARNING RESOURCES CENTERS

TABLE 51

NUMBER OF TIMES, ON ANY GIVEN HOUR DURING 105 HOUR WEEK, WHEN STUDENTS USING LEARNING RESOURCES CENTERS EXCEEDED SEVENTY-FIVE AND/OR FIFTY PERCENT OF AVAILABLE STATIONS¹

College	Number of Stations	75% of Available Stations	Number of Times Occupancy Exceeded 75% of Station Count	50% of Available Stations	Number of Times Occupancy Exceeded 50% of Station Count
Canyons	400	300	0	200	0
Chabot	796	597	5	398	14
Chaffey	269	202	0	135	0
Cosumnes	322	242	0	161	0
Diablo	713	535	0	357	1
El Camino	584	438	0	292	2
Fullerton	756	567	0	378	5
L. A. Valley	810	608	0	405	0
Moorpark	234	176	1	117	8
Orange Coast	536	402	0	268	1
Pasadena	226	170	18	113	30
Reedley	285	214	0	143	0
San Diego	573	430	0	287	4
San Francisco	751	563	1	376	13
San Jose	451	338	0	226	2
Skyline	259	194	0	130	7
Solano	514	386	0	257	0
Totals	8,479	6,362	25	4,243	87
Percent (105 hours x 17 colleges = 1,785)			1.40		4.87

¹The above information indicates when the number of seats available were exceeded by the number of students to be accommodated at a given college at certain assumed levels of use. To illustrate: There were 5 hours when the students in the Learning Resources Center at Chabot exceeded 75% of available seating, and 14 hours when the number exceeded 50%. On no occasion did the number of students at Chaffey exceed 50% of available capacity.

APPENDIX

Definition of Terms

Assignable Square Feet (ASF) (See: Space Inventory Handbook)

Sum of all areas on all floors of a building assigned to, or available for assignment to an occupant. (functional space)

Day-Graded Students (DGS)

Students registered in at least one graded course generally scheduled to commence prior to 4:30 p.m.

Full-Time Equivalent (FTE)

Includes all professional, paraprofessional, classified personnel, and paid students employed to conduct the activities of a Learning Resources Center including print, nonprint and related instructional services. The computation does not include nonpaid student assistants.

Learning Resources Center (LRC)

An administrative unit on the individual campus which integrates print, nonprint and special services forms of communication resources and the necessary equipment and services to permit their utilization.

Learning Resources Program

An administrative configuration within the institution responsible for the supervision and management of Learning Resources Units, regardless of the location of these components within the various physical environments of the institution.

Nonprint

Includes the media and equipment other than printed materials. Provisions for seating and carrels are not included in space computations. Space for special services or tutorial service is also omitted.

Print

Indicates the location and area for the use and storage of printed materials. Includes the same general space formerly known as the "library." Excludes space used for nonprint and related instructional services, when describing room use categories for space inventory purposes.

Related Instructional Services (RIS)

Includes services, equipment, and space for student use in addition to print and nonprint services. Services may include orientation, information, registration, transmission, remediation, diagnosis, prescription and evaluation. Provides an alternative mode for individualized instruction designed for all students and available in an LRC.

Student Station

A place where a student may study. Includes chairs, desks, carrels and cubicles generally used for study purposes. Presumes a single station for one student.

LRACCC UTILIZATION SURVEY

FORMS

LRACCC UTILIZATION SURVEY

QUESTIONS:

1. How many FTE faculty are employed by your college? 1. _____
2. What are the peak hours of day use of the LRC? (single hour) . . 2. _____
3. What are the peak hours of evening use of the LRC. 3. _____
4. During your day peak hours, how much of your seating capacity
is in use? (estimate percentage from 0-100%) 4. _____
5. During your evening peak hours, how much of your seating
capacity is in use? (estimate percentage from 0-100%) 5. _____
6. Indicate the number of day-graded students (DGS) at your
college: (DGS are those registered in at least one credit
course generally scheduled to commence before 4:30pm) 6. _____
7. Indicate the number of listening and viewing stations used
for non-print purposes 7. _____
8. Indicate the number of stations provided for study skills use
(remedial and tutorial) within the LRC 8. _____
9. Indicate the number of stations provided for career information . 9. _____
10. Indicate the number of stations provided for CAI use: (Computer
Assisted Instruction) 10. _____
11. What is your best estimate of the average daily off-shelf use
of books and other materials in your LRC? (include all media
and all browsing use as well as checkouts) 11. _____

NOTES:

Question 1. Use DAY only, include DAY college part-time.

- " 4. Count only those areas under your administrative control.
If your use is in excess of your design capacity, use
percentage figure over 100% to indicate the situation.
- " 7. Listening station, viewing station is defined as a seat
for one person which has either audio or video capacity
or both.
- " 8. Study station is defined as a seat for one person which
has provision for reading or writing or both.
- " 11. As an estimator, for every circulation of a book, browsing
use will equal three.

2-17-76
LRL

Friday

LRACCC UTILIZATION STUDY

Number of students occupying stations in selected Learning Resource Centers. Station occupied by a student. Does not reflect quality of activity.

number of stations	NUMBER OF STATIONS OCCUPIED																
	hour	of day		A.M.						P.M.							
	7:30	8:30	9:30	10:30	11:30	12:30	1:30	2:30	3:30	4:30	5:30	6:30	7:30	8:30	9:30		
PRINT																	
NONPRINT																	
RELATED INSTRUCTIONAL SERVICES																	
TOTAL STATIONS																	

COLLEGE _____ DATE _____ INFORMATION BY _____

- NOTES: -Study should be conducted on the 4th census week or the nearest full week to that period.
 -Count ALL persons occupying the space. If reading, assign to print, if listening or viewing, assign to Non-print.
 If being tutored or counseled, assign to Related Instructional services.
 -If services are combined, pro-rate according to use. Use percentages
 -Do not count spaces used for GRADED CLASSES on a semester length basis. You may count classes for orientation, tours, viewing or listening or other special applications.

LRACCC UTILIZATION SUMMARY

EDP SUMMARY FORMS

LRACCC UTILIZATION SUMMARY

16 SELECTED COMMUNITY COLLEGES

NOTES:

- * The attached summaries represent averages and medians of 7 days of space utilization activity in 16 learning resource Centers. Data were collected on the 4th week census or nearest appropriate week if the college was on a quarter system.
- * Since data on total stations were gathered at a different time from the utilization data, there may have been differences in definition of terms, particularly in the definition of a related instructional station.
- * Where zero stations were reported, the percentages were omitted.
- * Both mean and median are reported. This was done to account for the deflation of the mean values due to the presence of zeros in some instances.
- * A = absolute values
P = percentage values
- * Differences in the definition of related instructional services resulted in percentages in excess of 100% in some cases. This is due to respondents reporting related instructional activities (tutoring, peer counseling, etc), occurring in spaces normally designated as print, non-print stations.

CHABOT COLLEGE

TIME	PRINT 698 STATIONS				NON-PRINT 70 STATIONS				RELATED 28 STATIONS				TOTAL 796 STATIONS			
	MEAN		MEDIAN		MEAN		MEDIAN		MEAN		MEDIAN		MEAN		MEDIAN	
	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P
7:30	46	6.6	60	8.6	12	17.1	13	18.6	0	.0	0	.0	59	7.3	79	9.9
8:30	150	21.5	168	24.1	13	18.6	12	17.1	3	10.7	3	10.7	166	20.9	200	25.1
9:30	354	50.7	395	56.6	20	28.6	21	30.0	8	28.6	10	35.7	382	48.0	446	56.0
10:30	271	38.8	335	48.0	30	42.9	33	47.1	15	53.6	21	75.0	316	39.7	388	48.7
11:30	433	62.0	534	76.5	20	28.6	25	35.7	17	60.7	20	71.4	471	59.2	586	73.6
12:30	222	31.8	269	38.5	21	30.0	23	32.9	7	25.0	9	32.1	250	31.4	305	38.3
1:30	188	26.9	175	25.1	18	25.7	19	27.1	0	.0	0	.0	206	25.9	220	27.6
2:30	106	15.2	147	21.1	10	14.3	10	14.3	11	39.3	14	50.0	128	16.1	172	21.6
3:30	85	12.2	94	13.5	6	8.6	9	12.9	4	14.3	5	17.9	96	12.1	115	14.4
4:30	68	9.7	63	9.0	11	15.7	15	21.4	1	3.6	1	3.6	80	10.1	83	10.4
5:30	97	13.9	105	15.0	3	4.3	0	.0	0	.0	0	.0	101	12.7	105	13.2
6:30	116	16.6	77	11.0	7	10.0	3	4.3	0	.0	0	.0	122	15.3	87	10.9
7:30	86	12.3	98	14.0	15	21.4	18	25.7	0	.0	0	.0	101	12.7	122	15.3
8:30	61	8.7	77	11.0	9	12.9	5	7.1	0	.0	0	.0	70	8.8	87	10.3
9:30	43	6.2	70	10.0	8	11.4	4	5.7	0	.0	0	.0	51	6.4	75	9.4

LOS ANGELES VALLEY COLLEGE
LRACC SUMMARY OF SPACE UTILIZATION
LEARNING RESOURCES CENTER

all times on the half-hour

48

	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	
print	0	113	259	290	214	217	140	127	89	79	94	114	107	109	65	
non-print	0	0	35	57	37	55	35	28	14	0	0	31	45	46	0	
related	0	0	8	4	0	0	2	5	0	0	0	0	2	2	0	MONDAY
total	0	113	302	351	251	272	177	160	103	79	94	145	154	157	65	
	0	90	125	148	269	125	122	98	94	90	116	120	138	126	69	
	0	0	25	39	75	49	50	36	17	0	0	23	53	21	0	TUESDAY
	0	0	1	3	2	1	2	1	0	0	0	10	4	0	0	
	0	90	151	190	346	175	174	135	111	90	116	153	195	147	69	
	0	84	211	247	225	178	112	102	112	86	94	109	109	110	87	WEDNESDAY
	0	0	41	62	84	60	57	56	24	0	0	33	30	20	0	
	0	0	2	1	1	3	1	6	2	0	0	0	0	0	0	
	0	84	254	310	310	241	170	164	138	86	94	142	139	130	87	
	0	103	136	149	232	127	153	143	132	90	96	115	107	97	85	THURSDAY
	0	0	29	45	47	44	33	37	26	0	0	19	25	10	0	
	0	0	1	2	3	2	2	2	0	0	0	6	3	4	0	
	0	103	166	196	282	173	188	182	158	90	96	140	135	111	85	
	0	135	242	217	215	151	117	63	55	0	0	0	0	0	0	FRIDAY
	0	0	46	64	35	30	28	0	0	0	0	0	0	0	0	
	0	0	1	5	6	0	1	0	0	0	0	0	0	0	0	
	0	135	289	286	256	181	146	63	55	0	0	0	0	0	0	
	0	0	0	19	47	65	61	71	49	0	0	0	0	0	0	SATURDAY
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	19	47	65	61	71	49	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	68	94	73	67	65	48	0	SUNDAY
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	68	94	73	67	65	48	0	

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